**Teacher(s) Name:** Justin Rice, Kortney Langes, Rebecca Postans, Marcus Williams

**Thematic Unit Theme:** Early Florida History

**Title:** The Exploration and Settlement of Florida

**Grade Level:** Fourth Grade

**Wiki space address:** <http://ucfgr4explorationandsettlementoffloridaf09.wikispaces.com/>

# Daily Lesson Plan Day/Title: Day 2: Spanish Conquistadors

|  |  |
| --- | --- |
| Learning Objectives **What will students accomplish / be able to do at the end of this lesson?** | * The student will gain an understanding about the history of two important Spanish conquistadors: Panfilo de Narvarez and Hernando de Soto. * The student will learn about the journeys that the two explorers went through to find wealth in the New World. * The student will learn listening comprehension skills through a guided reading summarized biography on the two explorers. * The student will also depict a route on a map by looking at the explorers’ expedition. |
| **Sunshine State Standards** List each standard. Cutting and pasting from the website is allowed. | Social Studies Standards:  NCSS #2 History / SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.  NCSS #2 History / SS.4.A.3.7: Identify nations (Spain, France, and England) that controlled Florida before it became a United States territory.  NCSS #2 History / SS.4.A.3.2: Describe causes and effects of European colonization on the Native American tribes of Florida.  NCSS #2 History / SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history  Cross-Curricular Standards:  LA.4.5.2.1: The student will listen to information presented orally and show an understanding of key points.  VA.B.1.2.1 The student understands that subject matter used to create unique works of art can come from personal experience, observation, imagination and themes. |
| Student Activities & Procedures  Teacher Activities/Student Activities   * What best practice strategies will be implemented? * How will you communicate student expectation? * What products will be developed and created by students? | Introduction – Eliciting prior knowledge:  The teacher will activate prior knowledge from the previous day by asking questions. Some questions include;   * *What is an important fact that we learned yesterday about the First Explorers of the New World?* * *Who was the first explorer to discover Florida?* * *With your items on board do you feel prepared to set sail?*  1. Tell the students “Yesterday I asked all of you to list 10 things you would take on board a ship with you ” in your explore journals. You should have documented a few items that could fit in your very own explorer bag that you created.” Then, call on student to have a quick open discussion to share what they would bring on their trip. 2. Transition Tell students “Today we are going to learn about what life was like for the Spanish explorers that came to Florida with a read-along, fill-in-the-blank passage. Then, we are going to check out the mapping route of destination that the two explorers took on their journey.” Lastly, we will move on into the activities.   Activity Procedures:   1. The students will work in their Explorer Journal after doing the fill-in-the blank reading activity with the teacher. 2. Students will be allowed to use the notes from their fill-in-the blank reading activity, “Explore with the Spanish Conquistadors to Florida” sheet. 3. After looking at the map, writing on their activity sheet, they will then go into a popular Spanish cultural item discussion about the Coat of Arms. 4. Teacher will pass out the “Coat of Arms meaning of symbols and colors” sheet and students will have the choice decide what they draw and which colors they want to put on their Coat of Arms sheet.   Closure:   1. After the students finish the Coat of Arms activity, they will separate into groups of 4-5 students. 2. Students will collaborate with one another to decide which points they want to put in their Explorer’s Journal based off their Explorer sheet for the 5 W Chart. Their journal entry essentially is to fill in a “5 W Chart” about the two explorers, Panfilo de Narvaez and Hernando de Soto. |
| Resources/Materials | Materials:   * Crayons or markers * Pencils * template (handout)     Resources:   * <http://www.nps.gov/timu/forteachers/create_coat.htm> * <http://www.heraldry.ca/kids_en/heraldry_make_shield.htm> * The Spanish Exploration of Florida by Bill and Dorcas Thompson |
| **Assessment**   * How will student learning be assessed? Authentic/Alternative assessments? * Are you using a rubric? * Informal assessment: participation rubrics, journal entries, collaborative planning/presentation notes | * I will informally assess students by observing their completed works * To formally assess student comprehension, I will read their Explorer’s Journal to check their 5W Chart. In their groups they will discuss and put down the answers they think belong in each category of question about the Spanish explorers. |
| Exceptionalities What accommodations do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities, etc | 1. I will read aloud to students. 2. I will use repetition when speaking to ESOL students. 3. The activity can be a take home. 4. I will model directions by showing students what is expected of them (with verbal clues, pictures, visuals, dramatization, and comparisons). 5. Students will participate in group activities and work in pairs. 6. I will label and categorize the materials for the activity 7. If gifted/talented students finish the activity early, they will have the opportunity to assist other classmates. |
| Discussion/Homework Notes | * The lesson can be broken up into two days if needed. If needed, I can teach one French explorer each day to prevent confusion. * I will have students take home their Explorer’s Bag to show their families what they have been working on in class. * I will assign homework: Students will practice their vocabulary by creating flash cards (with pictures). I will suggest for parents to assist their students. * I will allow students to take home their Coat of Arms to finish, if needed. * I will remind students to bring their Explorer’s Bag to class the next day. |